DOCUMENT RESUME

ED 127 268 SP 010 296

AUTHOR Griepenstroh, Glen; Miskel, Cecil
TITLE Changing the Custodial Socialization of Teachers' Pupil Control Ideology.
PUB DATE Apr 76
NOTE 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1976) ; Best copy available

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Attitudes; Authoritarianism; Behavioral Objectives; *Class Management; Classroom Environment; Group Dynamics; *Humanism; Human Relations Programs; Philosophy; *Student Teachers; *Teacher Attitudes; Teacher Characteristics; *T Groups

ABSTRACT

It has been found that student teacher attitudes toward pupil control change from relatively humanistic to relatively custodial during their student teaching experience. The objective of this investigation was to evaluate the use of T-groups as an intervention for modifying teacher attitudes toward classroom control. An underlying assumption of the T-group method is that understanding and developing skills in participation can best be learned immediately through the process of group continuum to humanism on the other end. The pupil control ideology of student teachers is influenced by the role of the teacher in the schools in which they do their student teaching. A prepost test with treatment and control design was adminstered to 48 student teachers to elicit their pupil control ideology. During the period between the two tests, the students participated in four different T-group sessions. The results of the study indicate that ongoing T-group training can work as an effective intervention in the socialization of student teachers' pupil control ideology. The results further suggest that encounter groups can be a significant force when direct application of new attitudes can be made concurrent with T-group participation. Implications for using T-groups as a means of developing more humanistic climates in secondary schools is suggested by this study. (SK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED127268

CHANGING THE CUSTODIAL SOCIALIZATION OF TEACHERS' PUPIL CONTROL IDEOLOGY

Glen Griepenstroh
North High School
Shawnee Mission, Kansas Public Schools

Cecil Miskel
School of Education
University of Kansas
Lawrence Campus

Paper Presented at the Annual Meeting of the
American Educational Research Association
San Francisco
April, 1976

BEST COPY AVAILABLE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP010 296

CHANGING THE CUSTODIAL SOCIALIZATION OF TEACHERS' PUPIL CONTROL IDEOLOGY

Glen D. Griepenstroh and Cecil Miskel

Educators at all levels in the public schools place a conspicuously high value on establishing efficient systems of pupil control. In five recent Gallup polls on education, the public also identifies student discipline as a leading school problem. Educational critics such as John Holt and Charles Silberman attack this excessive emphasis on control because they contend that student learning suffers. Conceding that Holt and Silberman raise serious objections and making the value judgment that student learning should have a higher priority than control for its own sake, the problem becomes one of reversing a value that develops early in the career of a professional educator. For example, Hoy (1968) found that student teachers' pupil control ideology changes from relatively humanistic to relatively custodial by the socialization press during their student teaching experience. Extrapolating from the Getzels-Thelan (1960) model for classroom behavior, the student teacher's personality is reinforced to conform with the institutional value of high control. Consequently, a program to reduce or reverse the devlopment of custodial control attitudes during the internship phase of a career potentially could be very valuable in changing the future goals of the public schools. Based on these observations, the objective of this investigation was to evaluate the use of T-groups as an intervention for modifying teacher attitudes toward classroom control.

Theoretical Framework

T-groups

An underlying assumption of the T-group method is that understanding and developing skills in participation can best be learned immediately through the processes of group participation. A second assumption is that behavior in the simulated group setting remains sufficiently representative and realistic to transfer to more general behavior patterns. T-group trainers also believe that an individual's interpersonal relations probably can be improved by having all members of the group compare their perceptions of the feelings they hold for each other.

An analysis of literature reveals, however, significant variables which can cause important differences in small group experiences. Variations in groups due to purpose, length of time, depth of interaction, leadership, and participants may affect the improvement or regression of the interpersonal relations of the participants. For example, Bunker (1965) studied a sample of subjects from six different training laboratories. He concluded that, compared to matched controls, trained subjects gained in the following areas: they expended more effort to understand when receiving communications; they were more cooperative in working with others; they had clearer perceptions of the behavior of others; they were more conscious of the feelings of others and more sensitive to group behavior; they perceived the needs and

feelings of others better; they had more tolerance. consideration, and patience for others; and they were less dogmatic toward new information. Bunker argues that those who were trained and became actively involved in the training process were more likely to change in back-home situations.

Bunker and Knowles (1967) reported a comparative study of enduring behavior changes resulting from laboratories with different emphases. They noted that three week laboratory participants made more overt behavioral changes instead of the more passive attitudinal changes made by the two week sample; results were distorted, however , since more practical application of laboratory learnings was made in the three week laboratory group. The suggested, therefore, that a program directly facilitating practical application be used in the laboratory's overall design.

Valiquet (1968) appended to Bunker's study his own discovery that "risk-taking" and "function flexibility" (or the ability to be an effective group member and to accept change) were higher for previously experienced participants. He concluded that these differences occurred because the program reaped the rewards of in-company training; that is, the participants took higher risks but received greater pay-off in terms of on-the-job application. Similar support is provided by Blake. Mouton and Sloma (1968), Barllett (1967), and Kuriloff and Atkins (1966).

Buchanan (1969), in a systematic review of the industrial literature, concluded that laboratory training can be an aid in personal growth and development for the participants. He further suggested that available evidence supports the theory that T-groups, in fact, do promote change toward the personality factors of humaneness. consideration, and openness. Conceptually and logically, these personality factors are closely related to the ideal of humanistic pupil control.

A reasonable inference is that since T-groups promote changes toward humanism, they would support and reinforce the same humanistic characteristics if they already existed. This kind of attractive humanistic support would be particularly likely if T-groups are a part of an in-service program offering on-the-job application and providing continuous support, such as those suggested by Bunker and Knowles (1967) and Valiquet (1968). Student teaching apparently offers a condition in which T-groups procedures have a high potential for producing positive results.

Pupil Control Ideology

The pupil control orientation of the staff is a domimant factor in the culture of a school according to Willower, Eidell, and Hoy (1967). The client control ideology concepts -- employed earlier in mental hospitals -- were adapted for use with professional personnel in the public schools by Willower, Eidell, and Hoy (1967) with the Pupil Control Ideology (PCI) questionnaire. A person's control ideology ranges from custodialism on one end of a continuum to humanism on the other. The rigidly traditional school served as a prototype for custodial orientation. Custodial pupil control ideology is characterized by stress on the maintenance of order, impersonality, one-way downward communication, distrust of students, and a punitive, moralistic orientation toward students. Conversely, the term humanistic orientation is used in the socio-psychological sense suggested

by Fromm (1948); that is, humanism stresses the importance of the individuality of each student and the creation of an atmosphere to meet the wide range of his needs. An educator's humanistic pupil control ideology is marked by an accepting, trustful view of students and confidence in students' ability to be self-disciplined and responsible.

In a longitudinal study of secondary teachers, Hoy (1968) recorded significant increases in PCI scores (more custodial) for intern teachers during their student teaching and again in their first year of teaching. The scores of graduate student teachers who did not teach failed to increase; time alone, therefore, did not seem to be a factor. Also female student teachers consistently scored more humanistically than their male counterparts.

Willower (1974), after reviewing nearly 70 studies using the PCI, identified a logical pattern in the overall results. Humanistic scores on the PCI were associated with teacher predispositions and characteristics of low dogmatism, high sense of power, commitment to emergent rather than traditional values, low status obeisance or deference, high creativity and a high level of self-actualization. Willower further hypothesized that personal features ordinarily deemed desirable in our society generally tend to be associated with teacher humanism and the less desirable with teacher custodialism. For example, Leppert and Hoy (1972) described the custodial teacher as a less educated, more experienced male burdened with large classes who needs orderliness and prefers non-intellectual to intellectual activities. A logical extension of Hoy's research is that student teachers tend to be more humanistic at first and become more custodial with experience; but T-groups intervention could counteract the trend by supplying a humanistic rationale and continuing support.

Rationale

The pupil control ideology of student teachers is influenced by the role of the teacher projected in the school in which he does his student teaching. Since experienced, supervising teachers score relatively more custodial in pupil control ideology than student teachers, the socialization press on the student teacher pushes him toward the custodial end of the humanistic-custodial continuum. Previously cited studies confirm that the trend in PCI scores for student teachers plunges consistently toward custodialism. Assuming that there is a need for a more humanistic pupil control, an intervention strategy becomes necessary to counteract the socialization press. As noted earlier, the T-group has been touted as a means to promote change toward the characteristics of humanism such as sensitivity, openness, and trust. Moreover, the T-group has proven a more powerful force when it is directed toward a specific purpose (Bunker and Knowles 1967). As a result, the success of the T-group is further enhanced if the training of participants is accompanied by immediate application (Valiquet 1968). Considering fully the weight of evidence accumulated in past experiences with T-groups, a tenable generalization suggests that T-group procedures should provide a significant counter force to the normal socialization press on student teachers' pupil control ideology.

Hypothesis

The mean PCI scores of student teachers who participate in the T-groups will become significantly lower (more humanistic) than those student teachers serving as a control group with dogmatism, sex, school statistically controlled.

Methods

A pre-post test with treatment and control design was used with 48 student teachers from 5 secondary schools in one suburban school district. The PCI and the Rokeach (1950) Dogmatism Form E questionnaire were administered before they began their student teaching experience and the PCI was administered again after they had finished their teaching experience. The treatment group participated in four different T-group sessions approximately two weeks apart that totaled 12-15 hours duration. The sessions were conducted by a leader and co-leader using Lieberman's (1972) type B methods. These methods emphasized high caring, moderate emotional stimulation, and information that could be applied.

Data Source

Students in the treatment group (N=24) were chosen from among the 40 who had initially volunteered. They were chosen on the basis of being able to secure enough student teachers (6 to 10) in a school building for a group. The remaining 16 became a part of the control group (N=24).

Because of the difficulty in organizing the T-groups, it was impossible to control experimentally for sex, school, and dogmatism. Since these factors reportedly affect PCI scores, a statistical control was used. The adjustment of the PCI mean scores, to free the results of lower order interaction effects of sex, school, and dogmatism, was accomplished statistically by an analysis of covariance technique.

Analysis of covariance procedure was used to determine the overall test of significance. The Tukey (a) test was used to make all pairwise comparisons among the adjusted means. The use of this multiple comparison procedure provided a test of significance to determine whether either treatment or experience by itself made a difference in the PCI scores.

Results

The T-group intervention on the socialization of student teacher's prpil control ideology was found to be significant beyond the .001 level using an analysis of covariance procedure. These data are summarized in Table 1. The hypothesis was supported with the treatment group scoring significantly lower on the post PCI than the control group. In addition, no significant difference was found between the mean pre-PCI of the treatment group and the mean pre-PCI of the control group. The treatment group mean PCI declined during treatment from 47.54 to 44.83, however, while the control group mean PCI rose from 46.67 to 49.58. The standard deviation increased on the post test for both groups indicating greater variance in the PCI scores after the student teaching experience. The trends in the socialization press of the control group and the T-group counter force

can best be visualized in the graphic representation of the interaction effects found in Figure 1.

The data summarized in Table 1 also indicate that there was no significant difference due to the groups (G) ($p = 0.167$) or to Time (T) ($p = 0.888$). The interaction effect between Time and Group (T x G), though, had a probability of less thar .000.

An examination of the adjusted means, presented at the bottom of Table 1 with original mean PCI scores at the top of the table, reveals that the adjustment effects did not greatly alter the results. The difference between the post PCI means, however, increased 0.39 in the covariance procedure.

Figure 1 graphically illustrates the interaction between the treatment of the T-group and the socialization press on the control group. The control group projects the typical trend of increased custodialism reported in the analysis of literature. The treatment group clearly resists this trend, projecting a counter course toward humanism.

The Tukey (a) procedure was used to test all pairs of group means (Kirk, 1968). This test revealed that the socialization and experience of the control group as shown by the difference between the mean pre-PCI for the control group and the mean post-PCI for the control group was significant at the .05 level. When treatment is added the difference between the mean post-PCI score for the control group and the mean post-PCI score for the treatment group is beyond the 1% level of significant difference.

Educational Importance

The hypothesis was supported. This suggests that on-going T-group training can work as an effective intervention in the socialization of student teachers' pupil control ideology. The results further suggest that encounter groups can be a significant force when direct application of new attitudes can be made concurrent with T-group participation.

Implications for using T-groups as a means of developing more humanistic climates in secondary schools are suggested by this study. In the use of T-groups careful consideration should be given to insuring that the school administration understands and supports their use; to focusing the groups on specific interactions that can be practised immediately; and to providing the groups as a part of an on-going in-service program. Further research is needed of a longitudinal nature to determine if the differences between the groups continues and if it changes classroom behavior as well as ideology.

References

Bartlett, A. C. Changing Behavior as a means to increase efficiency. Journal of Applied Behavioral Science, 1967, 3, 381-403.

Blake, R. R., Mouton, J. S., and Sloma, R. L. The union management intergroup laboratory: Strategy for resolving intergroup conflict. Journal of Applied Behavioral Science, 1965, 1, 25-27.

Buchanan, P. C. Laboratory training and organizational development. Administrative Science Quarterly, 1969, 1, 466-477.

Bunker, D. R. Individual application of laboratory training. Journal of Applied Behavioral Science, 1965, 1, 131-148.

Bunker, D. R. and Knowles, E. S. Comparison of behavioral changes resulting from human relations training laboratories of different lengths. Journal of Applied Behavioral Science, 1967, 3, 505-523.

Fromm, E. The Art of Loving, New York: Harper and Row, 1956.

Getzels, J. W. and Thelan, H. S. The classroom group as a unique social system. NSSE Yearbook: The Dynamics of Instructional Groups, Part II, 1960.

Hoy, W. K. The influence of experience and the beginning teacher. School Review, 1968, 76, 312-324.

Kuriloff, A. and Atkins, S. T-group for a work team. Journal of Applied Behavioral Science, 1966, 2, 63-93.

Leppert, E. and Hoy, W. K. Teacher personality and pupil control ideology. Journal of Experimental Education, 1972, 40, 57-59.

Lieberman, M. A. Behavior and impact of leaders. In L. N. Solomon and B. Berzon (Eds.), New Perspectives on Encounter Groups. San Francisco: Jossey-Bass, 1972.

Rokeach, M. The Open and Closed Mind. New York: Basic Books, 1960.

Valiquet, M. I. Individual change in a management development program. Journal of Applied Behavioral Science, 1968, 4, 313-325.

Willower, D. J. Some comments on inquiries on schools and pupil control. Paper presented at the Annual Meeting of the American Education Research Association, Chicago, 1974.

Willower, D. J., Ediell, T. L., and Hoy, W. K. The school and pupil control ideology. University Part, Pennsylvania: Pennsylvania State Studies Monograph, 1967.

TABLE 1

Means, Standard Deviations, and Analysis of Covariance Summary for PCI Scores Across Pre-Post Treatment and Control Groups

Source	Treatment Group (N=24)		Control Group (N=24)	
	$\bar{X}$	SD	$\bar{X}$	SD
Pre-PCI	47.54	5.44	46.67	6.37
Post-PCI	44.83	8.50	49.58	7.50

Analysis of Covariance Summary

Source of Variation	df	MS	F	P
Groups (G)	1	122.68	1.98	0.167
Error	43	61.94		
Time (T)	1	0.26	0.02	0.888
(T X G)	1	189.84	14.55	0.000
Error	46	13.05		

Adjusted Means Resulting from the Covariance Procedure

Group	Treatment	Control
Pre-PCI	47.34	46.87
Post-PCI	44.63	49.79

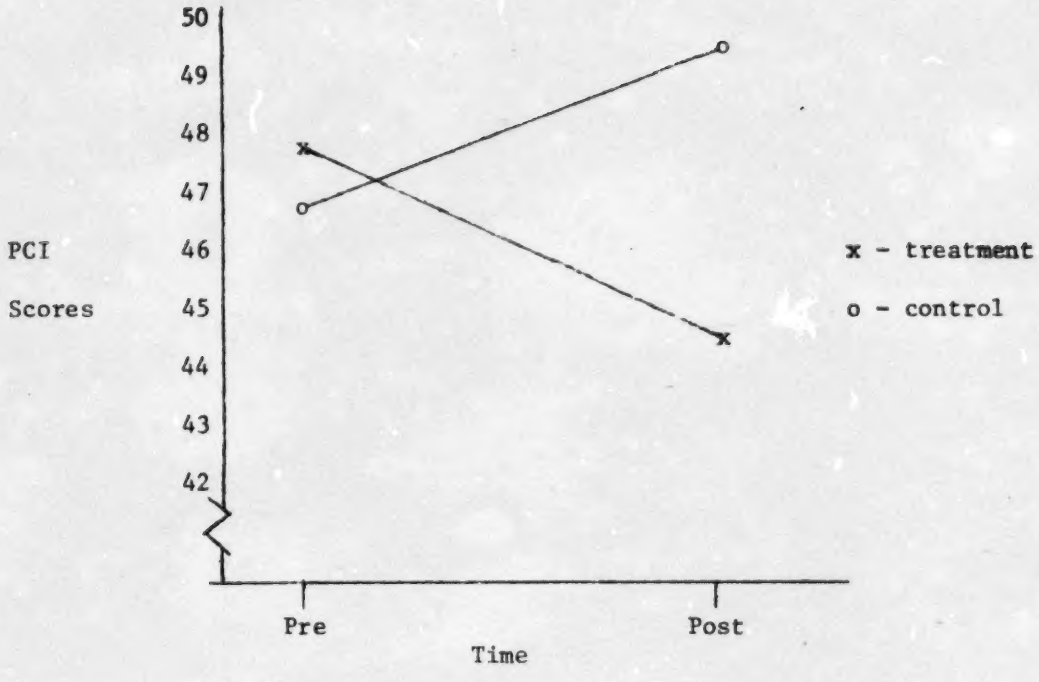

Figure 1. Interaction Effects Between Treatment and Control Groups and Pre and Post Tests with the PCI